



Long Term Mapping 2025 – 26

KS3 – Year 7 – Physical Education

Subject Intent/ Aims:

At St Philip Howard Catholic Voluntary Aided Academy, Physical Education has a unique contribution to make to the overall development of our pupils in terms of **personal, social and physical attributes**. The PE curriculum at St Philip Howard is inclusive and centred around educating the whole child, through a broad, yet focused on a range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through **skills, fitness and aesthetic appreciation**. We fully intend to develop **social skills, empathy, emotional intelligence and sportsmanship** enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

St Philip Howard pupils will be gracious in defeat, show humility in victory and have determination to succeed. We intend to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in **competitive sport and other physically-demanding activities**. We strive to provide opportunities for pupils to become physically confident in a way which supports their **health, fitness and well-being**. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The general and subject specific, will provide opportunities and rely upon pupil's ability to retrieve knowledge and understand that **interleaving**, especially in relation to common skills and health and fitness are common place in the curriculum.

The concept of '**Sport for All**' is very important to us and through a diverse sporting curriculum we aim to give all pupil this opportunity. If pupils choose to retain a creative attitude, then we have succeeded outside our parameters, but essentially the immediate provision, opportunity and esteem is there to be grasped in the fullness and freedom of our curriculum and extra-curricular programmes.



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Key Concepts - Advent		Key Concepts – Lent		Key Concepts - Pentecost	
<ul style="list-style-type: none">• Netball• Trampolining• Football• Health related fitness		<ul style="list-style-type: none">• Basketball• Badminton• Table tennis		<ul style="list-style-type: none">• Cricket• Athletics• Rounders	
National Curriculum Coverage					
<p>Pupils will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <ul style="list-style-type: none">✓ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games✓ develop their technique and improve their performance in other competitive sports✓ challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group✓ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best					
Components		Components		Components	
Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<p><u>Netball</u></p> <ul style="list-style-type: none">• To develop knowledge of balance and coordinated movement patterns that can be transferred into a game situation.• To know how to replicate ball handling skills (one and two handed passes)• To know the seven playing positions and their associated areas.• To develop a concept of rule adherence and increase knowledge of the rules. <p><u>Trampolining</u></p>	<p><u>Football</u></p> <ul style="list-style-type: none">• To understand movement with and without the ball.• To know how to execution of core skills (Dribbling, Passing, Shooting)• To understand the importance of outwitting opponents in a competitive game situation• To develop knowledge of physical literacy. (run, jump, kicking, control) <p><u>Health related fitness</u></p> <ul style="list-style-type: none">• To understand basic replication of fitness movements	<p><u>Basketball</u></p> <ul style="list-style-type: none">• To understand how to replicate movement with the ball (Dribbling).• To know how to execute core skills (Passing/receiving & Shooting)• To understand the importance of outwitting opponents in a competitive game situation• To developing an understanding of warm ups and basic rules	<p><u>Badminton</u></p> <ul style="list-style-type: none">• To understand anticipation & coordination skills (Physical Literacy Development)• To know how to execute core skills (Passing/receiving & Shooting)• To recognise how to execute core skills (forehand clear, backhand clear, serve and drop shot)• To understand the importance of outwitting opponents in a	<p><u>Cricket</u></p> <ul style="list-style-type: none">• To understand anticipation & coordination skills (Physical Literacy Development)• To know how to execute core skills (Grip/Stance, forward drive, bowling action and throwing & catching)• To know the importance of outwitting opponents in a competitive game situation• To develop an understanding of warm ups and basic rule	<p><u>Athletics</u></p> <ul style="list-style-type: none">• To understand how to replicate basic core skills for running, jumping, and throwing.• To know how to develop physical literacy (coordination & body management skills)• To evaluate personal bests and setting targets• To develop an understanding of warm ups & athletic event rules/terminology



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<ul style="list-style-type: none"> To know how to replicate core skills. Development of knowledge in aesthetics, control, and body management skills. To develop sequences/movement patterns Development of peer/ self-assessment 	<ul style="list-style-type: none"> To develop knowledge of the importance of physical literacy To evaluate personal bests and progressive improvement To develop knowledge and understanding of warm ups/fitness terminology 	<u>Table tennis</u> <ul style="list-style-type: none"> To recognise anticipation & coordination Skills (Physical Literacy Development) To define the execution of core skills (forehand, backhand & serve) To understand the importance of outwitting opponents in a competitive game situation To develop an understanding of basic rules 	competitive game situation <ul style="list-style-type: none"> To develop an understanding of warm ups and basic rules 	<u>Rounders</u> <ul style="list-style-type: none"> To understand anticipation & coordination skills (Physical Literacy Development) To know how to execute core skills (batting action, bowling action and throwing & catching) To know how to outwit opponents in a competitive game situation. To develop an understanding of warm ups and basic rules 	
HO Knowledge		HO Knowledge		HO Knowledge	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<u>Netball</u> <ul style="list-style-type: none"> ❖ Be able to clearly identify what is meant by space and apply this understanding in an open situation. They will be able to change pace when moving into space and make informed decisions when passing ❖ Send and receive two handed passes with control and accuracy. They will begin to apply correct technique and landing and ensure they are passing into space within a game situation. ❖ Be able to name all 	<u>Football</u> <ul style="list-style-type: none"> ❖ Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played. ❖ Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and occasionally successful. ❖ Demonstrate a sound level of tactical awareness and 	<u>Basketball</u> <ul style="list-style-type: none"> ❖ Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played. ❖ Identify the type of core skill needed and perform these fluently and quickly even under pressure. More advanced variations of these skills are attempted and mostly successful. 	<u>Badminton</u> <ul style="list-style-type: none"> ❖ Control body movements and deliberately place their body into the correct position during competitive situations. Movements are well coordinated and are consistent making a significant impact on games played. ❖ Identify and replicate core skills needed and perform these fluently and quickly. Use more advanced variations of these skills with increased success often outwitting opposition. Control of the shuttle is consistent and shots are 	<u>Cricket</u> <ul style="list-style-type: none"> ❖ Show a developing ability to read the flight of the ball and move into the necessary space to replicate chosen skills. Movements are well coordinated and are consistent making a significant impact on games played. ❖ Select and accurately replicate a very good range of skills. Batting, bowling and fielding skills are displaying with very good control and accuracy. Can use advanced variations of the 	<u>Athletics</u> <ul style="list-style-type: none"> ❖ Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve replication through use of event tactics and strategies. ❖ Shows a very good body management and performs core skills with good timing and control. Often will require little or no help. Stamina and speed is very good and



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<p>positions and areas they are associated with. They can use their knowledge and understanding of this in centre passes and back line passes.</p> <ul style="list-style-type: none"> ❖ Have excellent understanding of the rules with some evidence of a more advanced understanding. They will adhere to rules and show balanced and well executed skills. They will begin to umpire with some confidence. 	<p>respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognize weaknesses and suggest how a performance could be improved</p> <ul style="list-style-type: none"> ❖ Control the ball and move with speed and agility. Core football skills are consistently performed quicker in response to opposition pressure in a game. 	<ul style="list-style-type: none"> ❖ Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved. ❖ Help conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation. 	<p>performed fairly quickly in response to opponents play.</p> <ul style="list-style-type: none"> ❖ Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Identify the main aspects of a good performance, recognise weaknesses and suggest how a performance could be improved. ❖ Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation. 	<p>core skills above.</p> <ul style="list-style-type: none"> ❖ Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection. Bowling placement causes batters to play shots that are controlled by fielders. ❖ Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation 	<p>used effectively.</p> <ul style="list-style-type: none"> ❖ Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests. Motivation and drive are evident in all athletic activities. ❖ Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of terminology and uses it explain instructions to others
<p><u>Trampolining</u></p> <ul style="list-style-type: none"> ❖ Able to accurately replicate a range of techniques, skills and apply them in a small sequence. Shows consistent good height on each bounce, good technique, clarity of shape and fluency to next skill. Ability to perform drops (seat, front and back) and rotational movements i.e. front somersault. ❖ Shows a very good knowledge of rhythm and timing with little or no help. More advanced movements are attempted and mostly successful due to very good body control. Extension of arms and legs 	<p><u>Health related fitness</u></p> <ul style="list-style-type: none"> ❖ Demonstrate a clear replication of techniques in all activities and can explain the different demands of various tests. Can adapt and change technique and identify ways to improve replication ❖ Shows a very good body management and performs core skills with good timing and control. Often will require little or no help. Stamina levels are very good. ❖ Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests. Motivation and drive are evident in all fitness based activities. ❖ Conduct a suitable warm up 	<p><u>Table tennis</u></p> <ul style="list-style-type: none"> ❖ Control body movements and deliberately play shots during competitive situations. Movements are well coordinated and are consistent making a significant impact on games played. ❖ Identify and replicate core skills needed and perform these fluently and quickly. Use more advanced variations of these skills with increased success often outwitting opposition. Control of the ball is 		<p><u>Rounders</u></p> <ul style="list-style-type: none"> ❖ Show a developing ability to read the flight of the ball and move into the necessary space to replicate chosen skills. Movements are well coordinated and are consistent making a significant impact on games played. ❖ Select and accurately replicate a very good range of skills. Batting, bowling and fielding skills are displaying with very good control and accuracy. Can use advanced variations of 	



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<p>is evident.</p> <ul style="list-style-type: none"> ❖ Ability to compose a sequence and perform with flow, control and precision. Movements are performed at a controlled height and close to the centre of the trampoline. ❖ Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further. 	<p>and explain why exercise is good for health and a sustainable life. Show a good understanding of terminology and uses it explain instructions to others.</p>	<p>consistent and performed with spin that makes it hard to return.</p> <ul style="list-style-type: none"> ❖ Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection. ❖ Show a very good understanding of game rules and can adapt them for varying conditioned situation. Will play the unofficial role of a umpire while playing. 		<p>the core skills above.</p> <ul style="list-style-type: none"> ❖ Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining shot selection. Bowling placement causes batters to play shots that are controlled by fielding team. ❖ Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of game rules and can adapt them for varying conditioned situation. 	
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Composite Skills		Composite Skills		Composite Skills	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p><u>Netball</u></p> <ul style="list-style-type: none"> ➤ Understand the need to warm up. Be able to visually demonstrate space in a controlled environment. ➤ Be able to perform a two-handed pass with basic control and accuracy. ➤ In a game situation they 	<p><u>Football</u></p> <ul style="list-style-type: none"> ➤ Demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication is evident in low pressure situations. 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> ➤ Demonstrate basic movement techniques with the ball (dribbling) applied with some coordination and control to gain an advance over an opponent. Confidence, accuracy and consistent replication 	<p><u>Badminton</u></p> <ul style="list-style-type: none"> ➤ Demonstrate basic movement patterns to meet the shuttle with some control. Limited footwork can restrict shot selection. Physical literacy is in its early stages and can result in core skills lacking control and fluency. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> ➤ Demonstrate basic movement patterns to meet the ball when catching or coordinate body when batting. Limited footwork can restrict shot selection. Physical literacy is in its early stages ➤ Replicate skills on most occasions with some control 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> ➤ Demonstrates an accurate replication of running, jumping and throwing techniques across different disciplines. Will copy perform the necessary skills but will fatigue easily. ➤ Use basic body



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<p>will begin to identify how to pass into space.</p> <ul style="list-style-type: none"> ➤ Will be able to name the seven positions on a netball team. ➤ They will be able to pass effectively when not being marked. ➤ Have a basic understanding of rules. <p><u>Trampolining</u></p> <ul style="list-style-type: none"> ➤ Can accurately replicate basic shapes and turns with some control and varied aesthetics. Perform basic drop movements in isolation. ➤ Use basic movements with reasonable timing. Applies basic safety principles and shows control over own body when at a low bounce height. Struggles with advanced/dynamic movements. ➤ Will be able to combine moves into a short sequence. Combine small movement patterns together regularly repeating these. Cannot perform longer routines. ➤ Can see the difference between their performances and others and use this 	<ul style="list-style-type: none"> ➤ Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Identify the differences between their performances and others. ➤ Show a basic tactical awareness and react to opponent's pressure in a small sided game. ➤ Demonstrate basic movements including running, jumping and kicking techniques applied with some coordination and control <p><u>Health related fitness</u></p> <ul style="list-style-type: none"> ➤ Observe and replicate basic fitness techniques in a few core activity areas. Will copy basic skills/fitness movements but will tire easily i.e. squat & lunge. Has reasonable success across all fitness disciplines ➤ Use basic body movements with reasonable timing at a slow speed. Coordination and body management skills are evident for simple movements. i.e. jumping, running. ➤ Show a basic ability with simple personal targets. These will reflective a developmental physical literacy stage and will find 	<p>is evident in low pressure situations.</p> <ul style="list-style-type: none"> ➤ Use basic techniques in a competitive game and will pass, receive and shoot with reasonable accuracy. Performs these skills at a consistent speed. Identify the differences between their performances and others ➤ Show a basic tactical awareness and react to opponent's pressure in a small sided game. ➤ Understand the need to warm up and the importance of making health lifestyle choices. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game. <p><u>Table tennis</u></p> <ul style="list-style-type: none"> ➤ Demonstrate small movements to meet the ball at the point of impact with the table. Limited footwork can restrict shot selection to a preferred side only. Physical literacy is in its early stages. ➤ Use basic techniques in a controlled situation 	<ul style="list-style-type: none"> ➤ Use basic techniques in a controlled situation and will only use the forehand to play a majority of shots. Perform these skills at a slower speed and will show intent in body preparation lacking only skill execution. ➤ Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence, accuracy and consistent replication is evident in low pressure situations. Will often follow other pupil's leads but occasionally will direct others. ➤ Understand why activity is good for health and fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game. 	<p>with direction. Technique often lacks consistency. Bowls (underarm) with control. Catches with varying success and throws the ball back with moderate aim.</p> <ul style="list-style-type: none"> ➤ Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence and replication is evident in low pressure situations. Begin to understand importance of strategy and tactics when attacking. ➤ Understand why cricket activities are good for health & fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game. <p><u>Rounders</u></p> <ul style="list-style-type: none"> ➤ Demonstrate basic movement patterns to meet the ball when catching or coordination when batting. Limited movement can restrict shot selection. Physical literacy is in its early stages. ➤ Replicate skills on most occasions with some control with direction. Technique often lacks consistency. Bowls with control. Catches with varying success and throws the ball back with moderate aim 	<p>movements with reasonable timing just with a reduced speed. Coordination and body management skills are evident for simple movements. i.e. jumping, running, throwing.</p> <ul style="list-style-type: none"> ➤ Show a basic ability with simple personal targets. These will reflective a developmental physical literacy stage and will find sustained running, jumping and throwing a challenge. ➤ Show an understanding of the rules for each event and the underlining principles. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance and will follow a warm up safely.
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<p>knowledge to improve. Displays some knowledge of the terminology used.</p>	<p>➤ sustained physical activity a challenge. Understand why fitness activities are good for healthy living. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>	<p>and will use a preferred skill for a majority of all shots. Perform these skills at a slower speed and will show intent but lack skill execution</p> <p>➤ Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence, accuracy and consistent replication is evident in low pressure situations.</p> <p>➤ Demonstrate a basic knowledge of game rules and recognises errors during a game.</p>		<p>➤ Uses basic game strategy effectively and will react to opponent's shots in a small sided game. Confidence and replication is evident in low pressure situations. Begin to understand importance of strategy and tactics when attacking.</p> <p>➤ Understand why rounders activities are good for health & fitness. Demonstrate a basic knowledge of simple rules of the game and recognises errors during a game.</p>	
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Final composition/ Deliberate Practice		Final composition/ Deliberate Practice		Final composition/ Deliberate Practice	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>	<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>	<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>	<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>	<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>	<p>o Skills in isolation assessment</p> <p>o Full context game assessment</p>
Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)	



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	1A (Sept/Oct)	1B (Nov/Dec)
Term Dates	05.09.22 - 21.10.22 (7 weeks)	31.10.22 - 20.12.22 (7 weeks)
Curriculum content (ongoing formative assessments)	05.09.22 - 07.10.22	31.10.22 - 02.12.22
Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	W/C 10 th October	W/C 5 th December
Feedback	W/C 17 th October	W/C 12 th December
See assessment booklet		

	2A (Jan/Feb)	2B (March)
Term Dates	05.01.23 - 16.02.23 (6 weeks)	20.02.23 - 31.03.23 (6 weeks)
Curriculum Content (ongoing formative assessment)	05.01.23 - 02.02.23	20.02.23 - 17.03.23
Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	03.02.23 - 10.02.23	W/C 20 th March
Feedback	W/C 13 th February	W/C 27 th March
See assessment booklet		

	3A (April/May)	3B (June)	3C (June/July)
Term Dates	17.04.23 - 26.05.23 (5 weeks)	05.06.23 - 16.06.23 (2 weeks)	19.06.23 - 21.07.23 (5 weeks)
Curriculum Content (ongoing formative assessment)	17.04.23 - 12.05.23	W/C 5 th June	19.06.23 - 07.07.23
Assessment (summative assessment *refer to SPH PE HHH assessment model and sport specific moderation booklets)	W/C 15 th May	W/C 5 th June	W/C 10 th July
Feedback	W/C 22 nd May	W/C 12 th June	W/C 17 th July
See assessment booklet			

Key Terms		Key Terms		Key Terms	
Advent 1	Advent 2	Lent 1	Lent 2	Term 1	Term 2
Netball key terms: Passing- Chest pass, Bounce pass and Shoulder pass Creating space Driving Positions- GA, GK, GS, WA, WD, C Footwork Principles of attack and defence Changing speed and direction	Football key terms: Pressing Formation Finding and using space Changing speed Being direct Marking Covering Delaying Moving feet	Basketball key terms: Passing- Chest pass, Bounce pass and Shoulder pass Creating space Driving to the key Outside hand Positions Lay-up Principles of attack and defence	Badminton key terms: Body positioning Service angle Flight of shuttle Angles Forehand Backhand Smash Overhead Drop shot	Cricket key terms: Stance Body position Follow-through Front foot Line and length Attacking and defensive strokes	Athletics key terms: Warm up Cool down Leg drive Sprint Pacing Speed Take off Flight Landing



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<p>Marking Obstruction Dodge Centre Pivot</p> <p><u>Netball key vocabulary:</u> Obstruction</p> <p><u>Trampolining key terms:</u> Aesthetics Flight Tuck Straddle Pike Seat Drop Front Drop Back Drop Swivel Hips Half Twist Full Twist Balance Routine</p> <p><u>Trampolining key vocabulary:</u> Aesthetics Routine Balance</p>	<p>Watching the ball & following through. Passing- Chipped, driven, wall, lofted Dribbling Control Principles of attack and defence</p> <p><u>Health related fitness key terms:</u> Warm up Heart rate Cool down Dynamic Stretching Pace Speed Recovery Fatigue Lactic acid</p> <p><u>Health related fitness key vocabulary:</u> Pace Speed Recovery Fatigue</p>	<p>changing speed and direction, Marking (Man-man, zonal, half court press) Triple threat Screen Dodge Pivot</p> <p><u>Basketball key vocabulary</u> Speed Direction</p> <p><u>Table tennis key terms:</u> Block Push Service Slice Topspin Angles Forehand Backhand Smash Reaction time Coordination Officiating/umpiring Anticipation</p> <p><u>Table tennis key vocabulary:</u> Anticipation Coordination Reaction time Angles</p>	<p>Tactics Game plan Officiating/umpiring Adjustments/variations Anticipation</p> <p><u>Badminton key vocabulary:</u> Anticipation Tactics Adjustments Variations Angles</p>	<p>Wide No ball Bowling Boundaries Officiating/umpiring Anticipation.</p> <p><u>Cricket key vocabulary:</u> Anticipation</p> <p><u>Rounders key terms:</u> Stance Batting square Post fielder Deep fielder Innings Backward hit No ball Bowling square Officiating/umpiring Anticipation</p> <p><u>Rounders key vocabulary:</u> Anticipation</p>	<p>Recovery Fatigue Lactic acid</p> <p><u>Athletics key vocabulary:</u> Fatigue Recovery</p>
Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<u>Netball</u> Physical Literacy Skills (Agility,	<u>Football</u> Physical Literacy Skills (Agility,	<u>Basketball</u> Physical Literacy Skills (Agility,	<u>Badminton</u> Physical Literacy Skills (Agility,	<u>Cricket</u> Physical Literacy Skills	<u>Athletics</u> Physical Literacy Skills (Speed,



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<p>Balance, Coordination, Speed, Movement with control), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Trampolining Physical Literacy Skills (Aesthetics, Balance, Coordination, Motivation, Movement competence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p>Balance, Coordination, Motivation, Movement competence and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Health related fitness Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (Measuring/Counting/Scoring, Recording heart rate values and making comparisons), Citizenship (sportsmanship), Computing (Use of ICT, Heart rate monitors and digital stills)</p>	<p>Balance, Coordination, Motivation, Movement competence and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Table tennis Physical Literacy Skills (Agility, Speed, Coordination, Reaction Time and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p>Speed, Coordination, Reaction Time, Body management skills and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p>(Balance, Timing, Speed, Coordination, Reaction Time, Body management skills and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p> <p>Rounders Physical Literacy Skills (Balance, Timing, Speed, Coordination, Reaction Time, Body management skills and confidence), Numeracy Skills (Counting and Scoring), Citizenship (sportsmanship), Computing (Video Recording and Analysing, use of ICT)</p>	<p>Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)</p>
SMSC		British Value		RSHE	
<ul style="list-style-type: none"> ✓ One of the biggest things we promote in sport is enjoyment; this partly achieved through students understanding their own strengths and using these in sport to gain an advantage. Also, through watching and appreciating the work of other students in school and the wider world. Students are encouraged to reflective on their own work in all PE lessons in order to promote skill acquisition. Students are encouraged to be creative in their sports performances and team strategies: whether this is playing a competitive match or performing a routine. ✓ All lessons- reflecting on own performance and how it can be improved ✓ All lessons- enjoying being part of a team and being creative ✓ Students are taught the laws of the games they take part in and are expected to respect these whilst playing. They are also encouraged to take on the role of officials to actively reinforce the laws. Cheating and consequences are also explored. 		<p>Democracy</p> <ul style="list-style-type: none"> ✓ Pupils know how to behave in PE in a way that is acceptable socially. ✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. ✓ Pupils can work individually and in teams and make informed choices. ✓ Pupils are fully engaged in all lessons ✓ The extra-curricular programme is inclusive and activities are well attended. <p>The Rule of Law</p> <ul style="list-style-type: none"> ✓ Pupils can play within the rules in any activity. ✓ Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. ✓ Pupils adhere to and understand the rules of safety. ✓ All pupils can solve problems on their own or with others. 		<ul style="list-style-type: none"> ✓ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise ✓ How and when to seek support including which adults to speak to in school if they are worried about their health ✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress ✓ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health ✓ To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, pupils will develop secure foundations for movement. To do this, they will build on prior years adequate levels of fundamental movement 	



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<ul style="list-style-type: none"> ✓ All lessons- laws are taught and reinforced throughout ✓ All students work in groups or as part of a whole team to promote social skills, such as communication, teamwork, leadership. They must learn to respect their teammates and the opposition; showing tolerance for the less able and how to make those individuals included. Students are taught the importance of sportsmanship and how to effectively resolve conflict. Students often volunteer to as sports leaders for primary festivals and other wide community events. ✓ Sports Leaders- leading primary festivals for all abilities ✓ All Lessons- social skills promoted ✓ All lessons- British values the rule of law, respect and tolerance ✓ During Sports lesson the students are exposed to different activities from around the world and teachers draw students attention towards countries that perform on the world stage. Extracurricular clubs allow students to play against students from diverse backgrounds to their own. By doing so students learn to accept and respect cultural differences. ✓ Examples of athletes from different background to promote elite role models 	<ul style="list-style-type: none"> ✓ Pupils demonstrate good social skills. ✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none"> ✓ Pupils respect individual differences and are confident to express their opinions and respect others' views. ✓ Pupils are able to make judgements about their own and others' performances. ✓ Pupils feel safe in curricular and extracurricular activities and during off site visits. ✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together <p><u>Mutual respect and Tolerance</u></p> <ul style="list-style-type: none"> ✓ Pupils avoid stereotyping groups. ✓ Pupils can articulate their own beliefs. ✓ Pupils respect PE equipment and school buildings/facilities. ✓ Pupils respect the countryside and venues during off site visits. ✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. ✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations 	skills (FMS)
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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<p><u>Football</u></p> <p>1. Skills Development</p> <ul style="list-style-type: none"> • Dribbling: Use larger or lighter balls for better control; practice in smaller, confined spaces. • Passing: Shorten distances; use larger targets; allow for rolling passes. 	<p><u>Badminton</u></p> <p>1. Skills Development</p> <ul style="list-style-type: none"> • Serving: Practice with larger shuttlecocks; allow underhand serves. • Rallying: Use slower, larger shuttlecocks; reduce the size of the court. <p>2. Game Modifications</p>	<p><u>Cricket</u></p> <p>1. Skills Development</p> <ul style="list-style-type: none"> • Batting: Use larger, lighter bats; practice with soft balls, tee based batting • Bowling: Allow underhand bowling; use shorter pitches. <p>2. Game Modifications</p>



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<ul style="list-style-type: none">• Shooting: Use larger goals; decrease the distance to the goal; provide visual aids to aim. <ol style="list-style-type: none">2. Game Modifications<ul style="list-style-type: none">• Team Size: Reduce / increase the number of players on each team.• Field Size: Use a smaller / bigger playing area.• Rules: Simplify rules; allow more time for decision-making.3. Equipment<ul style="list-style-type: none">• Adaptive Balls: Use softer, lighter balls.• Goals: Use goals of different sizes to accommodate various skill levels.	<ul style="list-style-type: none">• Court Size: Smaller / bigger court dimensions.• Rules: Simplify scoring; allow multiple attempts for serves. <ol style="list-style-type: none">3. Equipment<ul style="list-style-type: none">• Rackets: Lightweight rackets with larger heads. Use of large, medium or small racket length• Shuttlecocks: Larger, slower shuttlecocks for easier tracking. <p>Basketball:</p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Dribbling: Use larger or lighter balls to improve control and confidence. Practice dribbling in smaller, confined spaces to enhance agility and ball handling skills. Incorporate dribbling drills focusing on basic techniques and manoeuvres.• Passing: Shorten passing distances to facilitate successful passes. Use larger targets or hoops to improve accuracy and confidence. Allow for rolling passes to accommodate varying skill levels and abilities.• Shooting: Use larger hoops or targets to increase shooting success rates. Decrease the distance to the hoop to build shooting proficiency. Provide visual aids such as coloured markings or targets to aid aiming and technique.2. Game Modifications<ul style="list-style-type: none">• Team Size: Reduce / increase the number of players on each team to ensure more playing time and involvement. Adjust team sizes based on available space and participant abilities.• Court Size: Use a smaller playing area to promote closer interactions and increased engagement.	<ul style="list-style-type: none">• Team Size: Smaller teams for easier management.• Field Size: Reduce the size of the playing area. <ol style="list-style-type: none">3. Equipment<ul style="list-style-type: none">• Adaptive Balls: Use softer, larger balls.• Bats: Lightweight bats with larger hitting surfaces. <p>Rounders</p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Batting: Use larger bats and balls; allow tee-based batting.• Throwing and Catching: Practice with soft, lightweight balls.2. Game Modifications<ul style="list-style-type: none">• Field Size: Smaller playing fields.• Rules: Simplify the rules; allow more time for running bases.3. Equipment<ul style="list-style-type: none">• Balls: Use softer, larger balls.• Bats: Lightweight bats with larger surfaces. <p>Athletics</p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Running: Shorten distances; incorporate visual and auditory cues.• Throwing: Use lighter implements; provide clear, visual targets.• Jumping: Use soft landing areas and mats2. Event Modifications<ul style="list-style-type: none">• Distances: Shorter running tracks.• Equipment: Adaptive implements for throwing events.3. Equipment<ul style="list-style-type: none">• Adaptive Devices: Assistive devices for running and jumping.• Soft Mats: Ensure soft landing areas for jumps. <p>Softball</p> <ol style="list-style-type: none">1. Skills Development
<p>Netball</p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Passing and Catching: Use larger, softer balls; practice with close distances.• Shooting: Lower the height of the net; use a larger target.2. Game Modifications<ul style="list-style-type: none">• Court Size: Reduce / increase the size of the court.• Team Size: Fewer / more players per team to reduce complexity.• Rules: Allow modified rules such as more time to pass the ball.3. Equipment<ul style="list-style-type: none">• Adaptive Balls: Use balls with better grip and visibility.• Hoops: Adjustable height hoops to cater to different abilities.		
<p>Trampolining</p> <ol style="list-style-type: none">1. Skills Development<ul style="list-style-type: none">• Basic Jumps: Focus on basic jumps and balancing techniques.• Safety Techniques: Teach proper landing and bouncing techniques.		



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2. Performance Modifications

- **Time on Trampoline:** Shorter, supervised sessions.
- **Assisted Jumps:** Provide physical support or harnesses / support strap for safety.

3. Equipment

- **Harnesses:** Use safety harnesses for additional support.
- **Padding:** Ensure adequate padding around the trampoline.
- **Use of throw in mats:** Ensure throw in mats are used where necessary

Health Related Fitness

1. Activities

- **Cardiovascular Exercises:** Adapted aerobic exercises like seated/ walking aerobics.
- **Strength Training:** Use resistance bands or lightweight dumbbells.
- **Flexibility:** Incorporate gentle stretching exercises.

2. Program Modifications

- **Intensity:** Adjust the intensity of workouts to suit individual capabilities.
- **Duration:** Shorter, more frequent exercises

3. Equipment

- **Adaptive Equipment:** Resistance bands, stability balls, and lightweight soft dumbbells.

Modify court dimensions to accommodate space limitations or specific needs.

- **Rules:** Simplify rules to ensure understanding and enjoyment for all participants.
Allow more time for decision-making and execution of plays to accommodate varying skill levels.

3. Equipment

- **Adaptive Balls:** Use softer, lighter basketballs to promote safer and more comfortable play. Offer balls of different sizes and textures to suit individual preferences and needs.
- **Hoops:** Use hoops of different heights or adjustable heights to accommodate various skill levels.
Provide portable or adjustable hoops for flexibility in training and gameplay settings.

Table Tennis

1. Skills Development

- **Serving and Rallying:** Use larger balls; practice at slower speeds.
- **Coordination Drills:** Incorporate exercises to improve hand-eye coordination.

2. Game Modifications

- **Table Size:** Smaller / larger tables or modified playing areas.
- **Rules:** Allow multiple bounces; simplify scoring.

3. Equipment

- **Paddles:** Lightweight paddles with larger surface areas.
- **Balls:** Use larger, slower balls.

- **Batting:** Use larger, lighter bats; practice with tee-based hitting.
- **Throwing and Catching:** Use soft, lightweight balls.

2. Game Modifications

- **Field Size:** Reduce / increase the size of the field.
- **Rules:** Simplify rules; allow more time for running bases.

3. Equipment

- **Balls:** Use softer, larger balls.
- **Bats:** Lightweight bats with larger surfaces.



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Adaptive Implementation Practices

This is a summary of the practices used throughout the curriculum.

The 'STEP' framework will be used where suitable in practical lessons
(Space / Task / Time / Equipment / People)

1. Individualised Instruction

- Assessment of Abilities: Conduct initial assessments to understand each student's abilities and needs.
- Personalised goals: Set individual goals that are achievable for each student based on their physical capabilities.

2. Modifying Equipment

- Adaptive Equipment: Use specialized equipment such as lighter or larger balls, adjustable nets, or modified bats to accommodate different abilities.
- Assistive Devices where necessary: Provide equipment like walkers, wheelchairs, or prosthetics that aid in mobility and participation.

3. Differentiated Instruction

- Task Variation: Offer multiple variations of the same task to match different skill levels. For instance, varying the distance for a throwing activity.
- Flexible Grouping: Group students by skill level or create mixed-ability groups where students can support each other.

4. Environmental Adaptations

- Space Adjustment: Modify the playing area to be smaller or more confined for students with limited mobility.
- Safety Considerations: Ensure the environment is safe for all participants by removing hazards and providing soft surfaces where necessary.

5. Alternative Activities

- Activity Modification: Adapt traditional sports and activities to be more inclusive. For example, using a balloon instead of shuttlecock in Badminton.
- Inclusive Games: Implement activities specifically designed to be inclusive.

6. Use of Technology

- Video Modelling: Use video demonstrations to show proper technique and execution of activities.
- Feedback Tools: Use apps and devices that provide immediate feedback using the HHH assessment model on performance to help students improve.

7. Peer Support

- Buddy System: Pair students with a buddy who can assist and encourage them during activities.
- Peer Teaching: Encourage students to teach and help each other, fostering a supportive environment.

8. Instructional Strategies

- Clear Instructions: Provide clear, concise instructions and check for understanding. Use visual aids and demonstrations as needed.
- Positive Reinforcement and rewards: Use positive reinforcement and praise to motivate and build confidence in students.



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9. Inclusive Curriculum Design

- Universal Design for Learning (UDL): Design curriculum that considers the needs of all students from the start, incorporating multiple means of engagement, representation, and expression.
- Variety of Activities: Include a wide range of activities in the curriculum to cater to different interests and abilities.
- Additional extra curriculum clubs: Include extracurricular clubs that promote our curriculum and also offer further opportunities in some sports that may be more inclusive - boccia

10. Professional Development

- Ongoing Training: Ensure that PE teachers receive regular training on adaptive PE strategies and inclusive practices.
- Collaboration: Work with SENCO and staff who specialise in SEND needs to develop and implement effective adaptive PE programs and initiatives